



# ENCORE

## Symptom-Oriented Competency-Based Medical Education

Robert W. Lash, M.D.

R. Brent Stansfield, Ph.D.

Larry Gruppen, Ph.D.

Rajesh S. Mangrulkar, M.D.

University of Michigan Medical School

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# Shaping Forces

Delayed Gratification

The basic science dilemma

Relevance

Accountability

Self Regulated learning

How do we know?

# ENCORE: Principles

**SET THE TARGET**



**PROVIDE CHOICES**

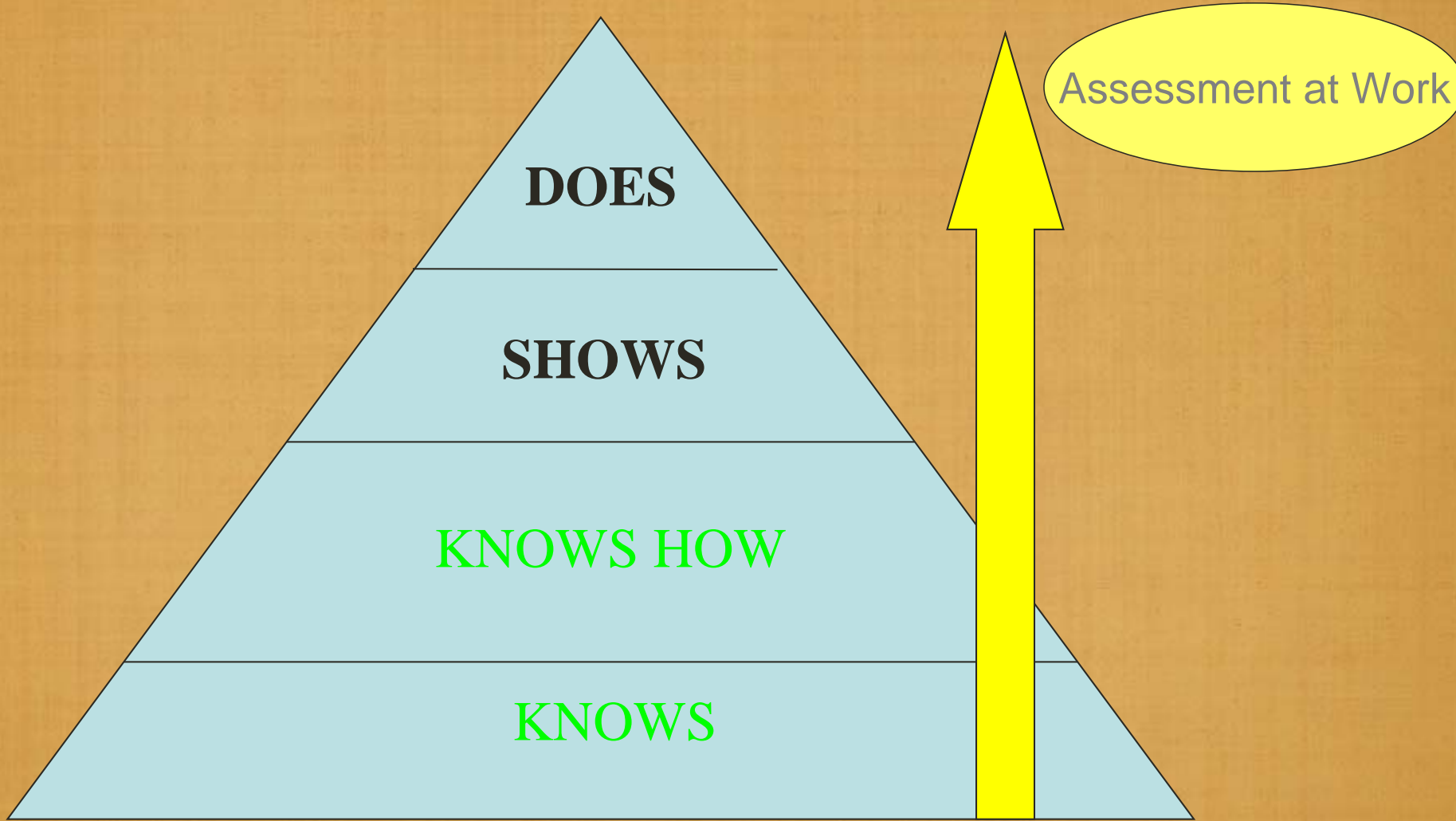


**EXPLICIT GUIDANCE**

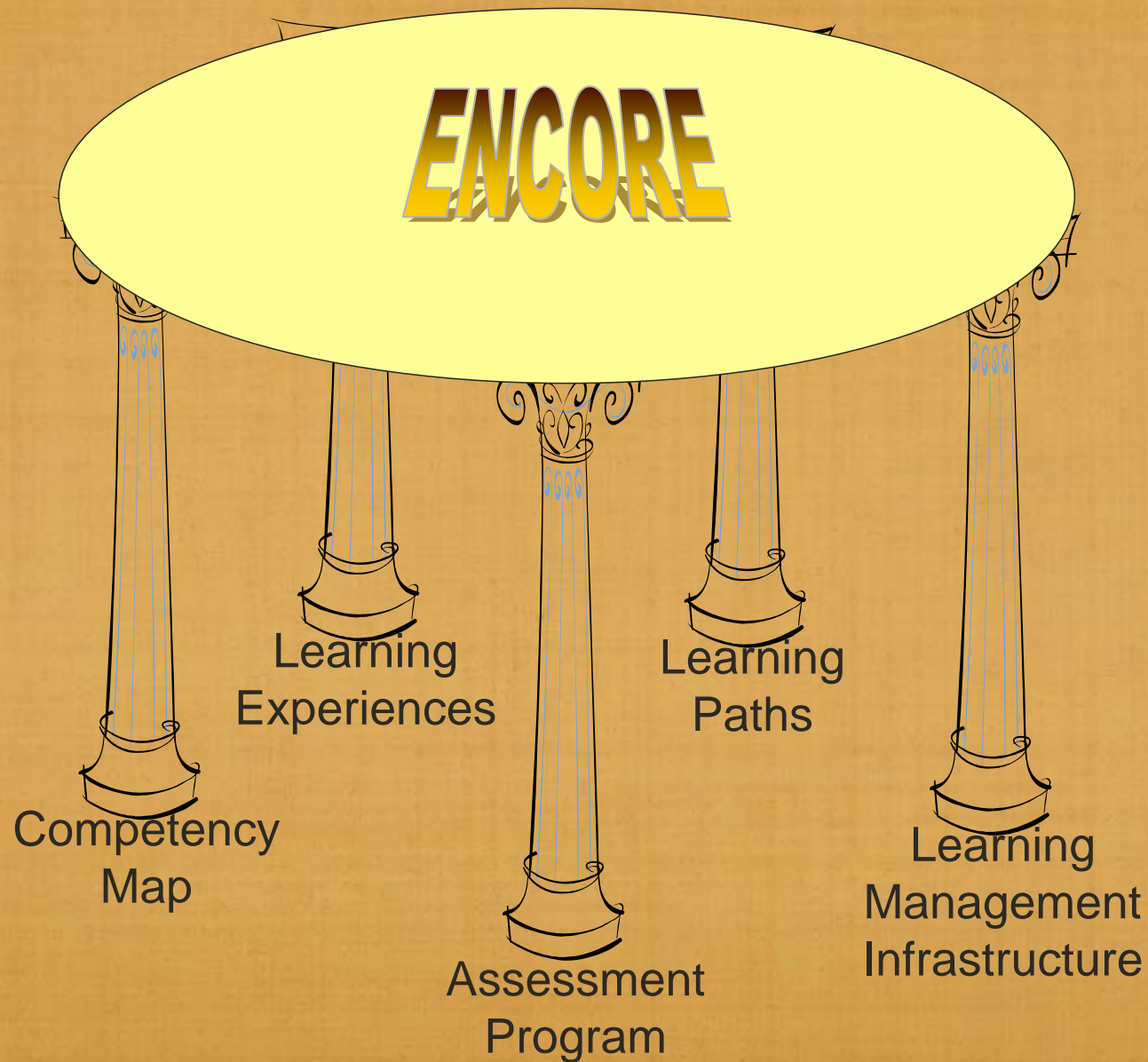


**EXPECT AND  
DEMONSTRATE  
ACHIEVEMENT**

# A Shift in Focus



# Laying The Foundation



# ENCORE the PILOT

Clinical problem centered

Graduation Outcomes mapped to problem

Immersed in the clinical setting

clinical and basic science components

Learning Objectives tied to the student's level of  
expertise

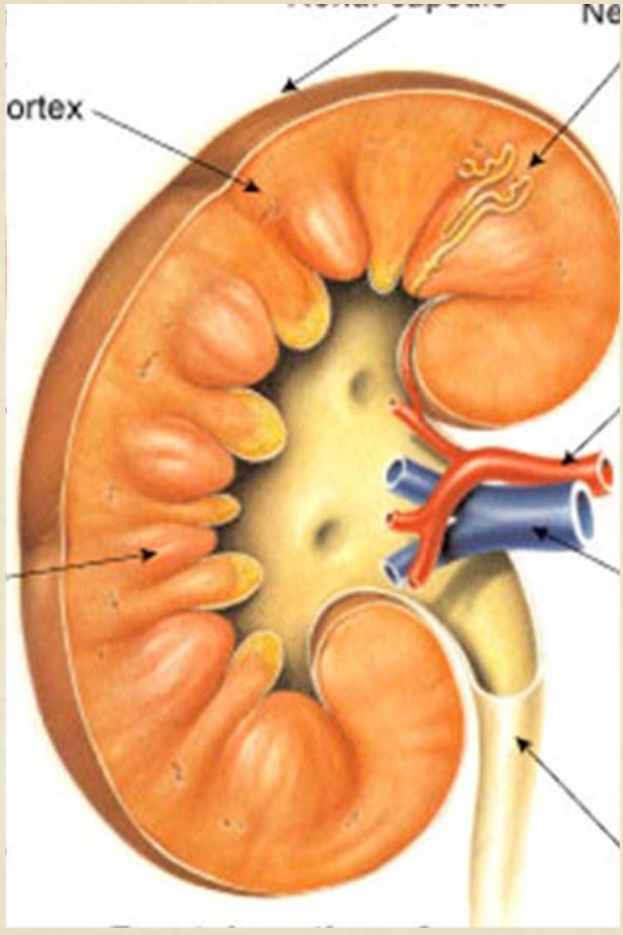
# Learning Experience Modules

Design and pilot implementation

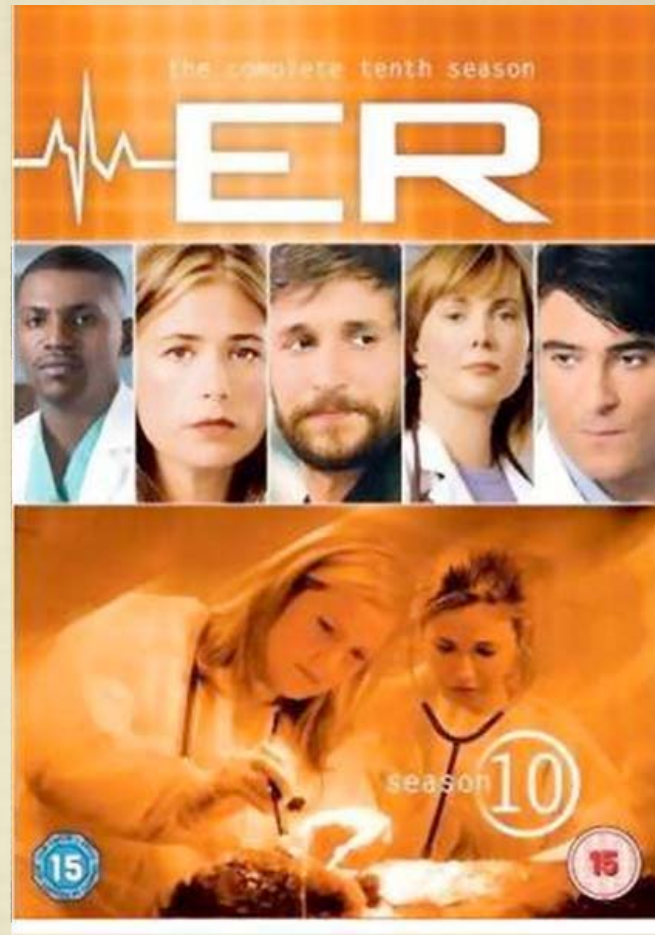
# Our first three LEMs



Diabetes



Renal  
Failure



Trauma

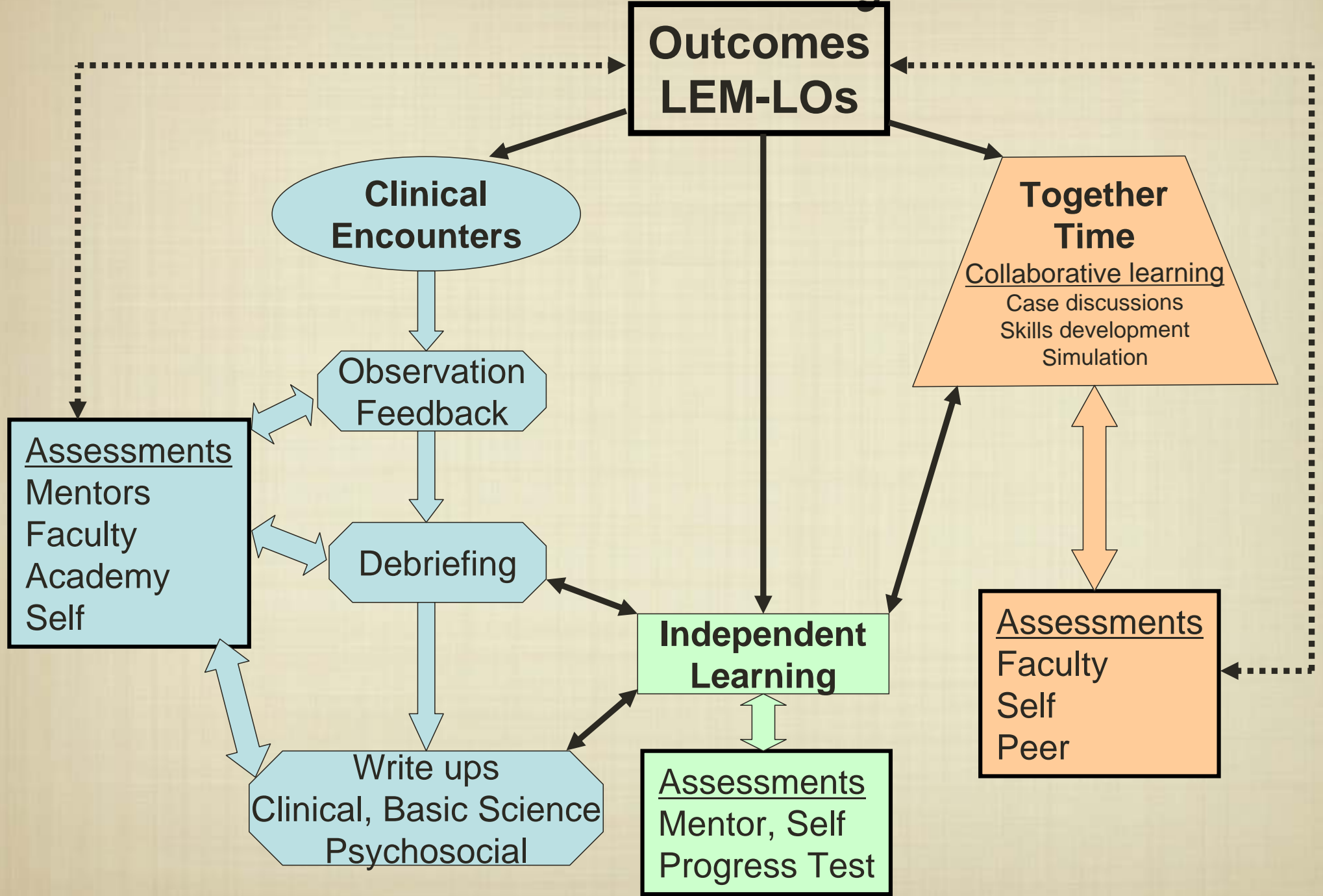
# Learning in a LEM

- Clinical settings (40%)
  - Bring several objectives to clinic
  - patient issues determine objectives addresses
- Independent Study (40%)
  - Objective driven. self-paced
  - uses a variety of learning tools
  - allows for advanced study

# Learning in a LEM

- Together time - Collaborative learning (20%)
  - team-based learning and case studies
  - anatomy lab and skills development
  - professionalism and communication
  
- Mentoring and assessment
  - Rigorous, continuous
  - Covered next

# The LEM Cycle



# Summer in Ann Arbor

- Piloting three LEMs simultaneously
- Eight students who have completed M1 year
  - Basic physical exam and history taking
  - Basic physiology
- six week program
- Includes assessment of students, and of program



# Assessment

# Assessment

- Clinical Observation
- Progress Test
- Portfolio
- Other

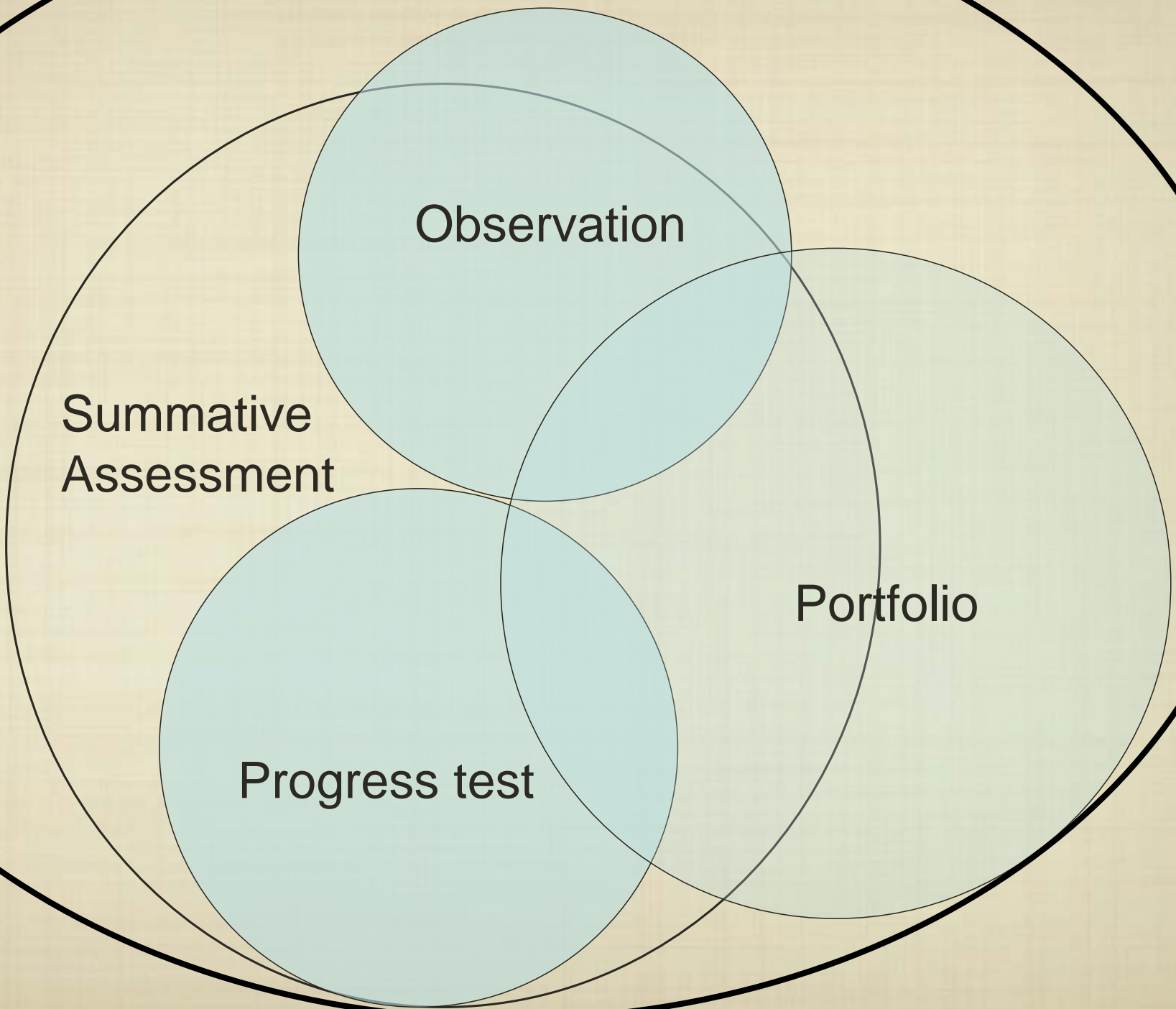
# Clinical Observation

- Ecological validity
- Standardized form
- Assessment Academy
- Self Assessment

# Progress Test

- Knowledge application
- Longitudinal
- Targeted content

# Formative Assessment



Observation

Summative  
Assessment

Portfolio

Progress test

# Some Questions to ponder

- What challenges would you expect when asking early learners to learn from real patients?
- What factors would help students build basic science knowledge from patient experiences?
- How would you use together time?
- What are the challenges to assessing very early learners in the clinical environment?
- With early learners, how should formative and summative assessments be balanced?